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ABSTRACT

One of the primary objectives of the New Jersey Vocational Education Resource Center Guidance Outreach Project was to develop and administer a statewide survey to all New Jersey school guidance counselors to assist in determining program and resource needs. A needs assessment instrument, Issues of Importance to Guidance Counselors for the 1990s, was completed by over 200 counselors from more than 140 schools in New Jersey. The instrument was divided into four categories: general issues, the role of the counselor, specific issues, and new ideas for programming. Counselors ranked the issues in terms of their importance and were asked to list other issues of importance under each category and to supply demographic information. This document reports results of the survey, providing tabulations for each issue listed in the four categories. Raw scores and percents are given for each item. Additional issues, not listed on the survey but mentioned by respondents, are included in the results, as are suggestions by individual counselors for new ideas in programming. The data is then interpreted, conclusions are drawn, and recommendations are given. The survey instrument, a list of schools responding, and a list of respondent job titles are appended. (NB)

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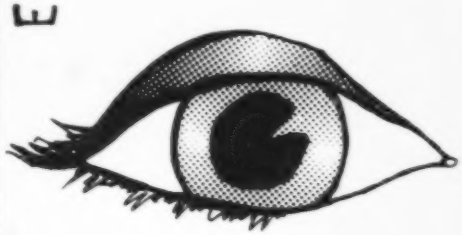

PROFILE OF THE IN-SERVICE TRAINING NEEDS OF NEW JERSEY GUIDANCE COUNSELORS:

RESULTS OF A SURVEY

1986-1987

CG 020680

NEW JERSEY
VOCATIONAL EDUCATION
RESOURCE CENTER
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The contractors undertaking this project were encouraged to express their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

PREFACE

Along with the home, church, and community, schools must assume responsibility for helping children to reach their potential. The development of a basic sense of competence and self-worth forms the groundwork for the individual's future successes.

The guidance programs in our schools have always played an important role in the total educational process. The counselor develops a sense of the pulse of a school through the nature of his or her work and so affects the individual student. With the assistance of effective guidance services, youngsters can be given a reasonable chance of fulfilling their potential.

Possibly the greatest problems facing guidance professionals today are the undefined role of school guidance counselors and the confusion in prioritizing their varied responsibilities. Counselors are expected to perform many tasks: schedule students, work on curriculum, provide crisis counseling, administer standardized tests, provide job placement services, and fulfill administrative duties. In addition, the counselor needs to spend time on activities which help students develop a positive self-image through greater self-understanding, set realistic goals through increased knowledge of available opportunities, and become highly motivated to fulfill their potential.

As counselors, we must help our youngsters succeed, for the failure of today's children would be costly to our society.

I hope that this paper will increase our understanding of the present needs of school guidance counselors and point to a positive direction for appropriate action.

Ilene Schwaber
Project Director
Guidance Outreach Project

April 1987

INTRODUCTION

One of the primary objectives of the New Jersey Vocational Education Resource Center Guidance Outreach Project (FY 1987) was to develop and administer a statewide survey to all New Jersey school guidance counselors in order to assist in determining program and resource needs.

The project director developed a needs assessment titled "Issues of Importance to Guidance Counselors for the 1990s" (see Appendix A). The survey was divided into four areas: general issues, role of the counselor, specific issues, and new ideas for programming. The counselors were asked to rank the issues in terms of their importance: (1) strong, (2) moderate, and (3) little or no importance. Respondents were invited to list other issues of importance under each category and to supply optional information, including name, job title, school and school address and the grade levels they serve. The results of the survey were compiled and analyzed. The data collected is found in this report.

RESULTS OF THE SURVEY

More than two hundred counselors from all of the counties in New Jersey responded to the guidance survey. The respondents represented urban, suburban, and rural geographic areas. As indicated on the map (see the following page), more responses were received from the central, eastern, and northern sections of the state than from the western or southern areas.

Counselors from more than 140 schools responded (Appendix B): 59 percent from the high school level; 28 percent from middle schools (including grades five, six, seven, eight, or nine), 7 percent from elementary schools; 5 percent from vocational schools; and fewer than 1 percent from other schools (e.g., alternate schools). A number of individuals with job titles other than "guidance counselor" answered the survey (Appendix C).

General Survey Results

Some counselors did not answer every question on the survey, resulting in a difference in the total number of raw scores for each item. Also, 8 percent of the respondents did not rank any issue as being of little or no importance (3), indicating that (1) to these individuals, every issue listed was at least moderately important or (2) as one counselor wrote, "...it was difficult for me to rate any of these as 3. I could only respond based on the degree of need I have for information or training in each area."

Before responding to the survey, a few of the counselors wrote comments indicating the limits of their experience. One individual noted, "My responses reflect my experience only in college preparatory schools in which I have worked for over 30 years."

SURVEY RESPONSES

Reported by County

Categorized Survey Results

In the survey results which follow, the reader will find tabulations for each issue listed in the following survey categories: general issues, role of the counselor, and specific issues. The raw scores were tallied and percents for each item were computed. Additional issues, not listed on the survey but mentioned by the respondents, are included in the results, as are suggestions by individual counselors for new ideas in programming.

GENERAL ISSUES

	Raw Score					Percent			
	(1) Strong	(2) Moderate	(3) Little or None	TOTAL-RAW SCORE		(1) Strong	(2) Moderate	(3) Little or None	TOTAL-PERCENT
Mental health problems	101	68	16	185		55	37	8	100
Adjustment to changes in society	77	84	21	182		42	46	12	100
Counseling program evaluation	74	84	31	179		39	44	17	100
Current legislative mandates affecting counselors	66	78	32	176		38	44	18	100
Lifelong process of learning	67	82	33	182		37	45	18	100
Need for more structure and organization (e.g. curriculum development)	47	80	53	180		26	44	30	100
Standardized evaluations for coordinators	46	86	56	188		24	46	30	100
State of the economy and its effect upon children	41	90	48	179		23	50	27	100
Focus on moral/ethical issues in a more conservative society	31	79	59	169		18	47	35	100

General Issues - Additional Listing The following are additional issues or concerns listed by the counselors on the survey form in the general issues category:

1. School law as it relates to counseling
2. Recent research findings related to counseling strategies/outcomes
3. Substance abuse counseling and/or crisis counseling by uncertified counselors who are not school staff members
4. Family counseling in the school system and its future implications
5. The importance of the elementary school counselor
6. Development of a master schedule
7. Guidance curriculum (standards)
8. State mandates - input from the "field troops"

ROLE OF THE COUNSELOR

	Raw Score					Percent			
	(1) Strong	(2) Moderate	(3) Little or None	TOTAL - RAW SCORE		(1) Strong	(2) Moderate	(3) Little or None	TOTAL - PERCENT
Change in activities of counselors	125	50	8	183		68	27	5	100
The varied responsibilities of the counselor	121	47	12	180		67	26	7	100
Freedom to attend workshops	109	56	16	181		60	31	9	100
Change in status from an ancillary service to a specific program	89	58	32	179		50	32	18	100
Networking	92	76	15	183		50	42	8	100
Time management	87	66	32	185		47	36	17	100
Counselors and accountability	82	64	31	177		46	36	18	100
Public relations	79	90	14	183		43	49	8	100
Comprehensive vs. specialized counseling	62	95	17	174		36	55	9	100
Ethical practices for professional counselors	61	80	34	175		35	46	19	100
Communication with referral agencies	57	90	29	176		32	51	17	100
Counselor biases and their effect upon counseling	56	81	45	182		31	45	24	100
Counseling incentives	53	81	40	174		30	47	23	100
State license	51	65	59	175		29	37	34	100
Participation in professional association activities	46	93	39	178		26	52	22	100
National certification	32	69	75	176		18	39	43	100

Role of the Counselor Issues - Additional Listing The following are additional issues or concerns listed by the counselors on the survey form in the role of the counselor category:

1. More expertise in helping families help their children with school activities (e.g., homework)
2. * Effective in-service training for counselors with graduate credit available
3. Remuneration for workshops which enhance counselors' abilities
4. Reevaluating the role of the counselor - less time for cognitive areas (scheduling, requirements for graduation) and more time devoted to students' interests and career aptitudes
5. How to develop and implement career days or fairs
6. The counselor as consultant to classroom teachers
7. The counselor as liaison with colleges
8. The counselor career ladder
9. Child therapists in the schools
10. Establishing a private practice
11. Counselor work load, in general
12. Part-time counseling in a full-time school
13. Psychological and psychiatric understandings for the counselor
14. Counseling and evaluation

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* Listed more than once

SPECIFIC ISSUES

	Raw Score					Percent			
	(1) Strong	(2) Moderate	(3) Little or None	TOTAL - RAW SCORE		(1) Strong	(2) Moderate	(3) Little or None	TOTAL - PERCENT
Depression in children	138	38	9	185		75	21	4	100
Stress in children	134	38	10	182		74	21	5	100
Crisis intervention counseling	129	41	12	182		71	23	6	100
Adolescent suicide	125	43	12	180		69	24	7	100
Alcohol/drug counseling	119	58	9	186		64	31	5	100
Group counseling	109	63	12	184		60	34	6	100
Stepfamilies and divorce	100	60	22	182		55	33	12	100
Development of decision-making skills	96	71	18	185		52	38	10	100
Career development and use of career instruments	87	77	16	180		48*	43	9	100
Expansion of career counseling programs	87	74	22	183		48*	40	12	100
Middle school counseling	82	40	50	172		48*	23	29	100
Counseling the dropout	84	56	42	182		46	31	23	100
Helping to develop study skills	82	76	25	183		45	42	13	100

*Although these three issues show the same percentage in the "strong" category, their rank order is determined by the percentage in the "little or none" category.

(Chart continues on next page)

SPECIFIC ISSUES (continued)

	Raw Score					Percent			
	(1) Strong	(2) Moderate	(3) Little or None	TOTAL - RAW SCORE		(1) Strong	(2) Moderate	(3) Little or None	TOTAL - PERCENT
Marketable skills in our changing society	81	72	28	181		45	40	15	100
Peer facilitating	73	70	36	179		41	39	20	100
Special education counseling	74	82	28	184		40	45	15	100
Counseling the vocational student	62	87	28	177		35	49	16	100
Children of working parents	60	89	28	177		34	50	16	100
Developing a specific counseling curriculum philosophy	61	69	53	183		33	38	29	100
Guidance for the gifted	58	85	36	179		32	47	21	100
Elementary guidance	50	50	70	170		29	29	42	100
Counseling minorities	45	88	47	180		25	49	26	100
Employability skills training	41	81	54	176		23	46	31	100
Postsecondary counseling	35	63	70	168		21	38	41	100
Job placement	34	77	66	177		19*	44	37	100
Latchkey programs	33	76	67	176		19*	43	38	100

*Although these two issues show the same percentage in the "strong" category, their rank order is determined by the percentages in the "little or none" category.

Specific Issues - Additional Listing The following are additional issues or concerns listed by the counselors on the survey form in the specific issues category:

1.* Counseling by noncertified personnel
2.* Keeping abreast of new state regulations and their impact on high school graduation, etc.
3. Developing self-esteem in children
4. Adolescent bereavement
5. Child abuse
6. Middle school peer pressures with focus on "cruelty" to one another
7. Teenage pregnancy
8. Parenting education through the schools
9 Counseling the nonachiever
10. Counseling the societally alienated
11. Career trends for the 1990s
12. College entrance concerns
13. Choosing the right college
14. Precollege and transition to college
15. What constitutes a comprehensive standardized testing program?
16. Vocational education as a practical experience for "college prep" students rather than a channel for potential dropouts and special needs students
17. How will vocational education remain alive with the new high school graduation requirements?
18. Vocational vs. academic education
19. Developing extracurricular activities to help a wide range of pupils to identify with the school

* Listed more than once

New Ideas for Programming

The following items are new programming ideas listed by the counselors:

1. Publication of a New Jersey good ideas/effective programs brochure
2. "Academy" programs for developing counselor skills
3. After-school programs to upgrade counselors' skills, qualifying for Continuing Education Units
4. Summer programs for counselors in the areas of group counseling, individual counseling, etc. (perhaps a "summer institute")
5. Affective education programs - learning and teaching affective communication skills
6. * Personal computer program(s) for guidance office management
7. Panel of experts (e.g., psychology, clinical, research, education, industry, psychiatry, corrections/law) who will present brief messages to counseling professionals and then be available for queries from the group
8. Middle school advisory program
9. Topics: direction in which counseling is going; relevance of counseling to school programs; the future of counseling

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* Listed more than once

INTERPRETATION

Overall Interpretation of the Data

Some areas of concern were directly related to the respondent's position in the school. For example, a middle school counselor would typically indicate that middle school counseling was a greater concern than elementary guidance. Only 7 percent of the respondents worked in elementary schools; this may account for the low score in the elementary guidance area.

Some responses to the issues listed in the survey may also reflect the respondents' geographic areas. For example, counselors from an urban area such as Newark might be more likely to utilize referral agencies than those from a suburban town.

Interpretation of the Categorized Data

More than 50 percent of the counselors responding ranked mental health problems as an area of great concern, and more than 40 percent felt that "adjusting to many changes in society" was an important issue. Youngsters must adjust to physical changes, peer pressure, and family demands. Many young people thrive and develop into well-adjusted members of our society, but some do not. Failing to adjust adequately, and overwhelmed by internal and external pressures, many children develop problems.

The counselors surveyed believed that the issues of greatest importance to them are the same problems that face society as a whole: depression (75 percent) and stress (74 percent) in children resulting in adolescent suicide (69 percent); drug and alcohol abuse (64 percent); and school dropouts (46 percent).

Adolescent Suicide Teen suicide is the third highest cause of death (behind acci-

dents and homicides) in this age group. Some accidents may actually be suicides; some of the self-inflicted deaths are related to alcohol and drug abuse. The alarming level of suicide in this country indicates a mental health crisis; teachers and parents must learn to recognize signs of trouble, convince needy young people to get help, and then counsel them effectively.

Alcohol/Drug Abuse Although some individuals feel that "outside agencies" should deal with this problem, New Jersey counselors feel that the schools need to address this problem. This area relates to the development of coping skills and control of one's life. Drug and alcohol abuse may be prevented through intervention.

Dropouts "The number of high school dropouts will increase (towards the year 2000), rising above the one million children who now drop out of school. The drive for renewed excellence in public education is expected to increase the number of dropouts if special attention is not given to this group."[1]

It is important to note the other issues which the counselors believed were important.

Teenage Pregnancy An issue which was not listed on the survey, but which a number of counselors listed under "other" areas of concern, is that of teenage pregnancy. This coincides with the alarming statistic that ". . . every day in America, 40 teenage girls give birth to their third child."[2] Education and counseling in this area is needed.

Stepfamilies and Divorce Children have also been affected by recent dramatic changes in the structure and status of the family. Fifty-five percent of the counselors responding felt that stepfamilies and divorce are strong issues. Some significant statistics relate to these concerns: "It is estimated that 1300 new stepfamilies are formed every day and 20 percent of all children under eighteen are in stepfamilies."[3] And, although only 23 percent of the counselors

listed "the state of the economy and its effect upon children" as an urgent issue, ". . .recent U.S. Census data documents the dramatic changes in. . . the status of the family. . . (such as) single parent households, children in two parent families who are likely to grow up in dual wage earner families, birth to teenage mothers, increasing rate of child poverty due to higher birth rates among minorities."[4]

Change in Counselor Activities/Varied Responsibilities of the Counselor A significant number of counselors believe that the issues of "change in counselor activities" and the "varied responsibilities of the counselor" are of strong importance (68 percent and 67 percent, respectively). These data may support the idea that guidance programs have become fragmented and that guidance personnel are expected to be all things to all people. Counselors are responsible for many activities: class scheduling, completing college applications and financial aid forms, dealing with discipline problems, providing career guidance, dealing with personal and societal issues (e.g., drug abuse), working with referral agencies, dealing with parents, and performing administrative tasks (e.g., bus duty, study hall proctoring). Too many tasks may lead to counselor ineffectiveness and ". . . perhaps the pressure to complete these duties actually interferes or prevents them from doing so."[5] This overwhelming situation is often worsened by high counselor/student ratios.

Change in Status More than half of the counselors felt that "the change in status from an ancillary service of counseling to a specific program" was an important issue. There are two primary concerns for counselors: guidance programs have been considered "ancillary" services to be done away with by budget cuts; and the outcomes of guidance and counseling programs are not easily quantified, and it is difficult to indicate the risk to students if they do not receive the services. A majority of the counselors responding indicated that

the issues of curriculum development, curriculum philosophy, and counseling program evaluation are at least moderately important to them. In other words, guidance needs to be a planned, structured program with a specific content.

Professional Training More than 90 percent of the counselors responding indicated that professional training in intervention counseling, group counseling, and the development of decision-making skills is of strong or moderate importance. In crisis intervention counseling, support is provided to students and their families, focusing on emergency situations; this type of counseling is usually short-term and temporary in nature, and referral agencies may be utilized if necessary. Group counseling, more efficient than the one-to-one approach, responds to students' identified needs and interests. In this method, counselors plan and facilitate structured activities to increase the skills and knowledge of the participating students. Learning activities within the group may focus on topics as diverse as decision-making skills, study skills, peer facilitating skills, substance abuse programs, strategies to combat sexual abuse, planning high school classes, job preparatory skills, or communications skills.

Workshops A large number of the counselors marked "freedom to attend workshops" as a very important issue; counselors need to develop and enhance their skills as well as remain current in the field.

Career Development/Expansion of Career Counseling Almost half of the guidance personnel surveyed believed that "career development and use of career instruments" as well as "the expansion of career counseling programs" in general are strong issues. Career development is the area in which counseling and guidance began in the schools in the early 1900s; termed "vocational guidance," it provided information regarding jobs and educational planning. Today, there is little question that the educational system has responsibility not only for

developing academic skills, but also for providing students with greater awareness of their own skills and career choices. In addition, students need to know about the job market. For example, according to the Bureau of Labor Statistics, ". . . of the current group of college students, one in five will graduate and work in a job that requires no college education at all."[6]

Special Populations In terms of special populations, the counselors pointed to the middle school population, rather than the special education, vocational education, or gifted groups of students, as an area that needs considerable attention. At the junior high level, students need special guidance and attention from adults. Supporting this idea, the Commission on Precollege Guidance and Counseling found that ". . .for some youngsters, the transition into junior or senior high is characterized by a dramatic decline in motivation and performance."[7] In other words, students especially need help in sustaining their motivation at this level. Although only 25 percent of the respondents believed that "counseling minorities" was a strong issue, Hodgkinson's demographic study states that ". . .by the year 2000, America will be a nation in which one of every three of us will be non-white. . .minorities will cover a broader socio-economic range than ever before, making simplistic treatment of their needs even less useful."[8]

It is important to note the areas which the counselors felt were of little or no importance.

National Certification and State Licensure The National Certified Counselor designation, offered through the National Board of Certified Counselors (part of the American Association for Counseling and Development) gives credentials to counselors to protect them from lawsuits and to establish credibility with other mental health professionals.[9] Some New Jersey counselors possess both the state license and national certification. Other counselors may need to

be made aware of the benefits of obtaining such professional credentials.

Participation in Professional Association Activities Only 26 percent of the counselors believed this to be a strong issue, although state, regional, and national associations have continually supported professional counselors.

Ethical Practices for Counselors The Ethical Standards of the American Association for Counseling and Development were approved by the Executive Committee of the group in January 1981. Although only 35 percent of the counselors surveyed felt that this was a strong issue, the ethical guidelines with the greatest relevancy to counselors include the areas of confidentiality, recordkeeping, disclosure of information, and conflict of interest.

CONCLUSION

Guidance and counseling programs are an integral part of the total educational system. It is the responsibility of the schools to provide trained personnel to address the needs of their students at all levels. This concept is supported by the resolution on guidance and counseling, adopted by the National School Boards Association:

> NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs.10

A new strategy for counseling must be developed. Guidance programs can no longer be considered an "auxiliary service;" they must be viewed as comprehensive guidance programs integrated within school activities. Those who implement and deliver counseling programs need to create and maintain a systematic approach. This includes "... a program with curriculum activities with student competencies (as well as)... student outcomes."[11] Efforts must be made to effectively evaluate the guidance program as a whole.

The guidance staff must be utilized more creatively and productively; they should assume fewer administrative and technical functions associated with scheduling, attendance, discipline, and testing. More time should be spent, individually or in groups, responding to students' more urgent needs. In meeting these needs, counselors may utilize specialists within the schools as well as outside agencies.

Roger F. Aubrey stated, "... counselors must carve out areas that have meaning and creditability to fellow educators, students, parents, administrators

and the greater community."[12] Counselors need to improve their image and they must have a role in the current push toward educational excellence.

To improve counselors' skills and expand their knowledge, continuing education needs to be provided. Participation in workshops in conjunction with professional associations has been the major source of skill improvement; additional in-service training is necessary and desired by New Jersey counselors.

The future population of students will be "... a group of children who will be poorer, more ethnically and linguistically denied, and have more handicaps that will affect their learning."[13] As a result, students of tomorrow will require increased support services from the counseling profession in order to overcome their problems.

RECOMMENDATIONS

The following recommendations take into account the survey results as well as the individual suggestions made by the responding counselors.

Team Approach Counselors alone cannot provide the assistance that young people need. They need the involvement of administrators, teachers, parents, and the community.

Time Management A counselor's skills and knowledge need to be utilized effectively and efficiently. Certain responsibilities which have traditionally been accepted by the school counselor can be assumed by others or reduced by utilizing some technological advances:

a) Paraprofessional Aides Aides may assist in gathering information about postsecondary opportunities, completing financial aid, and college admission forms. They may also help with some basic advising tasks.

b) Computerization The computer assists not only with providing career and college information, but also with clerical tasks (e.g., scheduling and testing assignments). In addition, a counselor's time may be better organized through the use of a "master schedule," which integrates the guidance program into the total activity of the school, enables the counselor to plan resources and guidance materials, and provides time for scheduling resources and equipment.[14]

A Comprehensive Guidance Program To define the purpose of the guidance program and the role of the school counselor more clearly, it is recommended that a sequential, developmental program be devised with a guidance curriculum and student competencies. In New Jersey, a document entitled Career/Vocational Guidance and Counseling Program Standards - Grades 7-12 has been developed; the three general areas suggested within the curriculum are self-assessment, career planning/decision making, and employability. Not only does the creation of a

guidance curriculum, with related student outcomes, allow the program to be executed in an organized manner, it gives credibility to the entire guidance program.

In-service Training/Networking This assessment indicates a great need for in-service training and networking among school counselors. As noted previously, the greatest areas of need are stress and depression in children, adolescent suicide, substance abuse counseling, stepfamilies and divorce, and counseling the dropout. To address the needs of counselors (and, in turn, students), skills, techniques, and knowledge in the following areas need to be developed or enhanced: a) preventive counseling, beginning at the elementary school level, to assist students in developing effective ways of communicating feelings (verbal and nonverbal) and improving their decision-making skills; b) intervention counseling (particularly the development of more effective crisis counseling skills in the school setting); c) group counseling skills, to be utilized in order to help meet the counselor's time contraints and, at the same time, effectively meet students' needs; and d) career counseling skills, effectively utilizing assessment instruments and expanding career counseling programs.

APPENDICES

ISSUES OF IMPORTANCE TO GUIDANCE COUNSELORS FOR THE 1990's - A Survey (Appendix A)

Please rank each issue listed below in terms of its importance to you as a guidance counselor. Please number each issue as to whether it is of (1) strong; (2) moderate; or (3) of little or no importance to you.

General Issues

___ Focus on moral/ethical issues in a more conservative society
___ State of economy and its effect upon children
___ Adjustment to many changes in society
___ Lifelong process of learning in general
___ Mental health problems
___ Current legislative mandates affecting counselors
___ Counseling program evaluation
___ Need for more structure and organization (e.g. curriculum development)
___ Standardized evaluations for counselors
___ Other (Please specify)

_____

_____

_____

Role of the Counselor

___ Change in status from an ancillary service of counseling to a specific program of guidance
___ Change in activities of counselors (e.g. computers for scheduling, lower student/counselor ratios, clerical assistance)
___ The varied responsibilities of the counselor (dealing with administration, teachers, parents)
___ Comprehensive versus specialized counseling
___ National certification
___ State Licensure
___ Counseling incentives
___ Counselors and accountability
___ Time Management
___ Public Relations (communicating to community and parents)
___ Communication with referral agencies
___ Ethical practices for professional counselors
___ Counselor biases and their effect upon counseling
___ Networking (sharing ideas with other counselors of different districts)
___ Participating in professional association activities at local state and national levels
___ Freedom to attend workshops in order to develop skills and remain current
___ Other (Please specify)

_____

_____

_____

Specific Issues

___ Counseling the drop-out
___ Guidance for the gifted
___ Counseling minorities
___ Special Education Counseling
___ Counseling the vocational student
___ Elementary Guidance
___ Middle School Counseling
___ Peer facilitating
___ Group counseling
___ Crisis intervention counseling
___ Children of working parents
___ Latchkey programs
___ Stepfamilies and divorce
___ Depression in children
___ Stress in children
___ Adolescent suicide
___ Alcohol/Drug Counseling
___ Career development and use of career instruments
___ Expansion of career counseling programs (e.g. shadowing, computerized guidance, career fairs)
___ Developing a specific counseling curriculum philosophy
___ Employability skills training (e.g. resume writing)
___ Development of decision-making skills
___ Marketable skills in our changing society
___ Helping to develop study skills
___ Job Placement
___ Post-secondary counseling (meeting transitional needs through adulthood society)
___ Other (Please specify)

_____

_____

_____

New Ideas for Programming

Please list (and/or explain) any new ideas you may have. Please use back of sheet, if necessary.

_____

_____

_____

_____

Optional Information:

If you wish to supply the following information, it will help us to update our mailing lists:

Name_____

Title_____

School_____

School Address_____

_____ Zip_____

Grade Levels you serve_____

School phone number_____

_____

APPENDIX B: LIST OF SCHOOLS RESPONDING, BY COUNTY

Atlantic
E.A. Tighe School, Margate

Bergen
Benjamin Franklin Middle School, Ridgewood
Bergen County Vocational-Technical School, Hackensack
Cresskill High School, Cresskill
Fairlawn High School, Fairlawn
Glen Rock High School, Glen Rock
Indian Hills High School, Oakland
Leonia High School, Leonia
L.F.C. Middle School, Fort Lee
Ridgefield Memorial High School, Ridgewood
River Dell Regional High School, Oradell

Burlington
Bordentown Regional High School, Bordentown
Cinnaminson High School, Cinnaminson
Cinnaminson Middle School, Cinnaminson
Moorestown Township Schools, Moorestown
Samuel Ridgeway School, Edgewater Park

Camden
Bishop Eustace Prep School, Pennsauken
Collingswood Senior High School, Collingswood
Edgewood Regional School, Atco
Haddon Township High School, Westmont
Pennsauken High School, Pennsauken
Pennsauken Middle School, Pennsauken
Sterling High School, Somerdale
Voorhees Township Schools, Voorhees

Cape May
Middle Township High School, Cape May Court House
Ocean City High School, Ocean City
Upper Township Middle School, Tuckahoe

Cumberland
Bridgeton High School, Bridgeton
Cumberland County Vocational-Technical School, Bridgeton
Millville High School, Millville
Vineland High School, Vineland

Essex
C.J. Scott High School, East Orange
Central High School, Newark
East Side High School, Newark
Essex County Vocational Technical School, Bloomfield
Glen Ridge High School, Glen Ridge
James Caldwell High School, West Caldwell

Mount Pleasant Middle School, Livingston
Roosevelt Middle School, West Orange
Vailsburg High School, Newark
Verona High School, Verona
West Kinney Alternate School, Newark
West Orange High School, West Orange

Gloucester
Glassboro High School, Glassboro
Gloucester Vocational-Technical Schools, Sewell
Monongahela Junior High School, Sewell
Pitman High School, Pitman
West Deptford Middle School, West Deptford
Woodbury Junior High School, Woodbury

Hudson
Bayonne High School, Bayonne
Memorial High School, West New York

Hunterdon
Clinton Public Schools, Clinton
East Amwell School, Ringoes
Frenchtown Elementary School, Frenchtown
North Hunterdon High School, Annandale
Round Valley Schools, Lebanon

Mercer
Ewing High School, Trenton
Fisher Junior High School, Trenton
Melvin H. Kreps, Hightstown
Nottingham Schools, Mercerville
Reynolds Middle School, Trenton
Trenton Central School, Trenton
Trenton High School, Trenton

Middlesex
Carl Sandburg Middle School, Old Bridge
Colonia Middle School, Colonia
East Brunswick High School, East Brunswick
Highland Park High School, Highland Park
Metuchen High School, Metuchen
Middlesex County Vocational-Technical School, East Brunswick
Quibbletown Middle School, Piscataway
South Brunswick High School, Monmouth Junction

Monmouth
Christian Brothers Academy, Lincroft
Henry Hudson High School, Highlands
Keansburg High School, Keansburg
Marlboro High School, Marlboro
Matawan Regional High School, Matawan
Middletown High School South, Middletown
Monmouth County Vocational Schools, Freehold

Neptune High School, Neptune
Ocean Township High School, Ocean
Shore Regional High School, West Long Branch
Shrewsbury Elementary School, Shrewsbury
Wall High School, Wall

Morris
Black River Middle School, Chester
Central Elementary School, Stirling
Chatham High School, Chatham
Chatham Middle School, Chatham
Copeland Middle School, Rockaway
Dover High School, Dover
Hanover Park Regional High School, East Hanover
Jefferson Township Schools, Oak Ridge
Memorial Junior High School, Whippany
Mendham High School, Mendham
Morris Hills High School, Rockaway
Morristown High School, Morristown
Pequannock Township Schools, Pompton Plains
Robert Lazar Middle School, Montville
Wharton Elementary School, Wharton

Ocean
Brick Memorial High School, Brick
Brick Township High School, Brick
Central Regional Middle School, Bayville
Jackson High School, Jackson
Lakewood High School, Lakewood
Lake Riveria Middle School, Brick
Manchester High School, Manchester
Monsignor Donovan High School, Toms River
Ocean County Vocational Schools, Jackson
Southern Regional High School, Manahawkin
Toms River Intermediate West, Toms River
Toms River North High School, Toms River
Toms River South High School, Toms River
Veteran's Middle School, Brick

Passaic
Clifton High School, Clifton
Hawthorne High School, Hawthorne
Lakeland Regional High School, Wanaque
Manchester High School, Haledon
Wayne Township High School, Wayne
West Milford High School, West Milford

Salem
APS Chadlick School, Elmer
Pennsville Memorial High School, Pennsville
Salem County Vocational-Technical School, Woodstown
Salem High School, Salem

Somerset
Alexander Batcho Intermediate School, Manville
Bernards High School, Bernardsville
Franklin High School, Somerset
Mount St. Mary Academy, Plainfield-Watchung
Somerset County Vocational-Technical School, Bridgewater
Stony Brook Elementary School, Somerville
Watchung Hills Regional High School, Warren
William Annin Middle School, Basking Ridge

Sussex
Bryan Intermediate School, Stanhope
High Point Regional, Sussex
Lenape Valley Regional, Stanhope

Union
Jonathan Dayton High School, Springfield
New Providence High School, New Providence
Park Middle School, Scotch Plains
Plainfield High School, Plainfield
Roosevelt Junior High School, Westfield

Warren
Hackettstown High School, Hackettstown
Oxford Central School, Oxford

List of Additional Schools Responding, by County

The following schools returned completed questionnaires after the deadline of March 15, 1987. The results of these surveys could not be tabulated for this report. However, any written recommendations submitted were incorporated.

Essex County
Arts High School, Newark

Hunterdon County
Alexandria Middle School, Pittstown
Barley Sheaf Elementary School, Flemington
Bloomsbury Schools, Bloomsbury
Flemington - Raritan Regional, Flemington
Franklin Township School, Quakertown
Frenchtown Borough Schools, Frenchtown
Hampton Borough Schools, Hampton
High Bridge Schools, High Bridge
Holland Township Schools, Milford
Lebanon Borough Schools, Lebanon
Reading - Fleming Middle School, Flemington
Readington Township Schools, Readington
Robert Hunter Elementary School, Flemington
South Hunterdon Regional, Lambertville
Stockton Borough Schools, Stockton
Tewksbury Township, Lebanon
Union Township Schools, Hampton
West Amwell Township Schools, Lambertville

Mercer County
West-Windsor-Plainsboro Schools, Princeton Junction

Morris County
East Hanover Schools, East Hanover

Sussex
Lenape Valley Regional Schools, Stanhope

APPENDIX C: JOB TITLES REPORTED

Job titles other than "Guidance Counselor" were reported as follows:

Admissions Counselor
Assistant Director - Special Needs
Bilingual Counselor
Career Coordinator
Career Counselor
Counselor of the Exceptional Student
Counselor - Substance Abuse
Crisis Counselor (special education)
Director of Auxiliary Services
Director of Career Development Placement and Financial Aid
Director of Guidance
Director of Special Services
District Director - Student Personnel Services
Guidance Chairperson
Guidance Staff Leader
Guidance Supervisor
Head Counselor
Social Worker/Guidance Counselor
Student Assistance Counselor
Vice Principal

NOTES

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2. Harold L. Hodgkinson, All One System: Demographics of Education, Kindergarten through Graduate School. (Washington, D.C.: The Institute for Educational Leadership, Inc., 1985), 5.

3. Mark Bruce Rosin, "Stepfathers and Stepkids," Parents Magazine, 62 (April 1987), 221.

4. Commission on Precollege Guidance and Counseling. Keeping the Options Open - An Overview. Interim Report. (New York: College Entrance Examination Board, January 1986), 5-6.

5. Norman Gysbers and Mark Hargens, "How to Remodel Your Guidance Program While Living In It," School Counselor, (November 1984), 119.

6. Hodgkinson, All One System, 8.

7. Commission on Precollege Guidance and Counseling, Keeping Your Options Open, 8.

8. Hodgkinson, All One System, 8.

9. Linda Seligman and Wendy Dougherty, "Establishing and Maintaining a Private Practice," Counseling and Human Development (January 1987), 7.

10. Resolution on Guidance and Counseling adopted by the National School Boards Association (4.1.26), April 4-7, 1986, in Alexandria, Virginia.

11. Missouri Comprehensive Guidance: A Model for Program Development and Implementation. Pilot Project, 1984-1986. (Springfield, MO: Missouri Department of Elementary and Secondary Education, 1986), 1.

12. Roger F. Aubrey, "Excellence: School Reform and Counselors," Counseling and Human Development, 19 (November 1986), 8.

13. Hodgkinson, All One System, 7.

14. Missouri Comprehensive Guidance, 12.